


**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:25 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Boys and Girls Club of Brazoria County		741688545		
Vendor ID #	ESC Region #		DUNS #	
741688545	4		877864769	
Mailing address		City	State	ZIP Code
202 West 1 st Street		Freeport	TX	77541-5702
Primary Contact				
First name	M.I.	Last name	Title	
Amber		Newman	Chief Executive Officer	
Telephone #	Email address		FAX #	
979-373-9668	anewman@bgcbrazoria.org		979-373-9665	
Secondary Contact				
First name	M.I.	Last name	Title	
Patti		Trahan	Director of Operations	
Telephone #	Email address		FAX #	
979-373-9668	ptrahan@bgcbrazoria.org		979-373-9665	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Amber	M.I.	Last name Newman	Title Chief Executive Officer
Telephone # 979-373-9668		Email address anewman@bgcbrazoria.org	FAX # 979-373-9665
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

4-23-18

701-18-111-038

Schedule #1—General Information

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Boys & Girls Club of Brazoria County (BGCBC) requests a \$1,403,255 grant from the Texas Education Agency to create 10 community learning centers (CLCs) that provide afterschool and summer academic enrichment opportunities for 570 economically disadvantaged students, who attend high poverty and low-performing schools in Angleton, Brazosport and Sweeny Independent School Districts. BGCBC-CLCs will assist students to meet the challenging state academic standards by providing targeted homework assistance, tutorial services, youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education, financial literacy, environmental literacy, mathematics, and science that are designed to reinforce and complement their regular academic program. Families of student participants will benefit from opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Services relate directly to needs identified in campus improvement plans and align with the goals of the Cycle 10 grant by emphasizing strategies for youth voice and choice to create an atmosphere of success that improves academic performance, improves school day attendance, decreases disciplinary referrals, helps students advance to the next grade and provides families the tools to support their student's success.

BGCBC developed the budget through discussions with participating campuses, a review of Texas ACE Blueprint activity cost worksheet and a historical review of BGCBC's 21st CCLC project budgets. BGCBC also developed the budget in relation to program services, existing campus resources and prospective activities based on campus needs assessments. Demographics of the Centers, which include elementary and middle schools, reflect the goals of the grant. According to 2016-2017 Texas Academic Performance Reports, the campuses average 63% economically disadvantaged students and 52% are at-risk. All campuses qualify for school wide intervention services under Title I, Section 1114. BGCBC designed the needs assessment, which builds on data sets and community initiatives to improve youth services in the Brazoria County, Texas. To establish priorities for selecting Centers, BGCBC used the 2016-2017 Brazoria County Community Plan and other community reports and studies. Strategies for services are based on Campus Improvement Plans, PEIMS reports, and data submitted by campuses. If funded, individual student needs assessments are integrated and monitored by semester. Ongoing process monitoring will integrate parent and youth voice to ensure efficacy of the process and that activities are relevant to the clients served.

Using the Texas ACE Blueprint as the foundation, BGCBC-CLC Team, consisting of the Project Director, Site Coordinators, Family Engagement Specialist, will manage the program. These staff will provide grant oversight, direct program support and provide technical assistance to all Centers. To maintain consistent high-quality management, the Project Director will host monthly team meetings to facilitate each Center's continuous progress toward the proposed grant goals. The Project Director will conduct monthly site visits to assess and rate program quality. The Independent Evaluator will use qualitative and quantitative methods to prepare a mid-year evaluation brief describing the progress of the evaluation plan and interim performance of defined objectives. Data collected will include grades, test scores and attendance records. The Evaluator will also create surveys and convene focus groups to measure progress. BGCBC has responded to all statutory requirements completely and accurately. Responses include a presentation of the evidence-based activities the program will provide, research supporting the best practices and information on volunteers and transportation. The sustainability plan highlights BGCBC's ability to leverage funds and partnerships included in the program. Responses to TEA requirements focus on the BGCBC-CLC Team that manages and provides in-depth technical assistance to Centers, and the evaluation plan that includes process monitoring to ensure continuous program improvement.

Established in 1972, BGCBC has positively changed the lives of 45,000 children in Brazoria County by providing after school and summer programming. Its mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. The agency will use its experience in leveraging public and private funds to sustain the BGCBC-CLC program. BGCBC has a strong history of convening community partners to maximize resources. Boards of partner school districts will support continued programming by using their individual and collective networks to bring resources to the program. Center Advisory Councils will create a financial plan and Center staff will promote afterschool in their communities to generate interest and continued support.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$908,400	\$49,500	\$957,900
Schedule #8	Professional and Contracted Services (6200)	6200	\$218,355	\$20,000	\$238,355
Schedule #9	Supplies and Materials (6300)	6300	\$65,000	\$	\$65,000
Schedule #10	Other Operating Costs (6400)	6400	\$122,000	\$	\$122,000
Schedule #11	Capital Outlay (6600)	6600	\$20,000	\$	\$20,000
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,333,755	\$69,500	\$1,403,255
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,333,755	\$69,500	\$1,403,255

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,403,255
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$70,163

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 741688545			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	30		\$257,000
2	Educational aide	20		\$86,400
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$55,000
5	Site coordinator (required)	10		\$350,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant		1	\$3,000
8	Data entry clerk		1	\$8,250
9	Grant accountant/bookkeeper		1	\$6,000
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Chief Executive Officer		1	\$11,250
20	Director of Operations		1	\$7,500
21	Area Director		2	\$13,500
22	Subtotal employee costs:			\$842,900
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits -			\$115,000
27	Subtotal substitute, extra-duty, benefits costs			\$115,000
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$957,900

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 741688545		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$25,000
	Specify purpose: Office rental for Project Director, Family Engagement Specialist and 4 Site Coordinators is \$2,083/mo x 12 mos = \$25,000	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$25,000
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator (Admin) @ \$2,000 x 10 = \$20,000	\$20,000
2	Pre-employment drug test, background check, fingerprinting	\$6,000
3	Enrichment – contract community service providers to implement activities	\$50,000
4	Family Engagement – contract community service providers to implement activities and provide training to support ACE adult participants	\$50,000
5	Certified teachers to provide tutoring – (2 per site – 20 total)	\$81,000
6	Pest control at one staff office	\$1,400
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$208,400
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$29,955
(Sum of lines a, b, and c) Grand total		\$238,355

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$65,000
Grand total:		\$65,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 741688545		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$122,000
Grand total:		\$122,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669	Library Books and Media (capitalized and controlled by library)			
1		N/A	N/A	\$
66XX	Computing Devices, capitalized			
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX	Software, capitalized			
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX	Equipment or furniture			
19	Charlie Cart – a compact, mobile kitchen with equipment to deliver hands-on nutrition education at the Centers. Using the carts, the program will connect food and cooking with lessons in math, English Language Arts, science and social studies	2	\$10,000	\$20,000
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX	Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)			
29				\$
Grand total:				\$20,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Possess a 4-year degree; experience administering federal/state grants, preferably oversight and development of Texas ACE programs; ability to lead evaluation processes.
2.	Site Coordinator(s)	Possess a 4-year degree or relevant experience; preferably proven experience managing afterschool programs, staff supervision, data reporting and English/Spanish skills.
3.	Family Engagement Specialist	Possess a 4-year degree; experience fostering relationships with parents, volunteers and community partners; experience identifying and managing community resources; written and verbal communication skills to ensure effective correspondence with families

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	80% of regular students needing academic assistance will improve scores	1. Determine student interest and academic needs	08/01/2018	09/30/2018
		2. Schedule academic activities	08/27/2018	Ongoing
		3. Enroll students in targeted activities	08/27/2018	07/26/2019
		4. Conduct small group tutorials with certified teachers	08/27/2018	05/31/2019
		5. Assess student data; modify activities as needed	10/01/2018	Ongoing
2.	80% of regular students will maintain or improve school day attendance	1. Survey students and create student advisory boards	08/27/2018	09/30/2018
		2. Offer broad array of engaging hand-on activities	08/27/2018	Ongoing
		3. Monitor activities and level of student engagement	08/27/2018	Ongoing
		4. Evaluate student attendance outcomes monthly	08/27/2018	05/31/2019
		5. Communicate with parents when absences occur	08/27/2018	05/31/2019
3.	80% of students needing behavior intervention will demonstrate improved behavior	1. Conduct individual needs assessment on targeted students	08/01/2018	05/31/2019
		2. Adopt Formula for Impact practices	08/27/2018	05/31/2019
		3. Recruit and train mentors	10/01/2018	05/31/2019
		4. Observe activities and student engagement	08/27/2018	05/31/2019
		5. Evaluate student behavioral outcomes	08/27/2018	05/31/2019
4.	90% of regular students will advance to next grade level on-time	1. Create Centers at 10 school sites	08/27/2018	07/26/2019
		2. Schedule academic and enrichment activities	08/27/2018	Ongoing
		3. Enroll students who need services most	08/27/2019	07/26/2019
		4. Monitor activities and level of student engagement	09/01/2018	07/26/2019
		5. Evaluate student attendance outcomes monthly	09/01/2018	07/26/2019
5.	90% of parents will increase awareness of strategies to promote academic success	1. Conduct parent interest surveys	08/27/2018	07/26/2019
		2. Implement parent engagement activities calendar	08/27/2018	Ongoing
		3. Create a family resource center at each site	08/27/2018	09/28/2018
		4. Offer adult family learning opportunities (ESL, etc.)	08/27/2018	07/26/2019
		5. Evaluate awareness level of adult participants	08/27/2018	07/26/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To make informed decisions on how to prioritize the need for selecting Centers, BGCBC reviewed TEA's assessment of priority campuses, the 2016-2017 Brazoria County Community Plan, and BGCBC's afterschool landscape, which profiles multiple funding streams for out-of-school time programs in the Brazoria County region. BGCBC prioritized Center sites based on: 1) underserved youth: 50% or more economically disadvantaged; and 2) high percentage of at-risk students. School districts submitted a Campus Profile, their 2016-2017 Texas Academic Performance Report, Campus Improvement Plans and responses to the identified priorities to BGCBC. Upon review, BGCBC selected: a) three Angleton ISD schools (Northside Elementary, Southside Elementary and Frontier Elementary); b) six Brazosport ISD schools (Clute Intermediate School, R. O'Hara Lanier Middle School, Elisabet Ney Elementary, T.W. Ogg Elementary, Freeport Elementary and Grady Rasco Middle School); and c) one Sweeny ISD school (Sweeny Elementary).

Selected schools are located in urban to rural areas and have large economically disadvantaged and minority populations. According to the combined 2016-2017 Texas Academic Performance Reports, 63% of students are economically disadvantaged, 52% are at-risk and 66% are minorities. All campuses qualify for school wide intervention services under Title I, Section 1114. Of the schools, one is a Priority school, which TEA has identified as a priority area, and three have not received 21st CCLC funding in the past. Schools that have previously participated in 21st CCLC have not received funding in the past five years or more, and have demonstrated sustainability efforts through district and community support.

Community Needs and Resources: The following gaps in services for youth were identified.

- Substance abuse by youth (Alcohol & Drugs) - agencies including the Brazoria County Juvenile Justice Department, Boys & Girls Club of Brazoria County, Communities In Schools and Youth & Family Counseling Services, provide prevention programs to Brazoria County youth but only serve 3% of the total youth who need these services.
- Lack of Services for at-risk youth, including gangs and juvenile delinquency
- Lack of afterschool programs, tutoring, resources and unstructured free time of adolescents. There is a high demand for afterschool programs. Youth today need safe and stimulating places to go to after school.
- Lack of transitional services - youth need more extensive assistance before leaving care. Teaching of basic life skills, financial stability, and mentoring before heading out on their own.
- Bullying
- Lack of services for children with obesity issues. Brazoria County has a lack of available and accessible resources offering instructions on proper nutrition and physical fitness for children and youths with obesity issues.
- Lack of Transportation services for at-risk youth - youth are unable to participate in services such as community counseling, secure care, day programming, after-school programs, tutoring, and prevention programs due to barriers including proximity to services (transportation needs), lack of adequate service providers/programs and costs. Brazoria County does not have a mass transit system leaving those who need access to community programs and services without a means of accessing them.

Program Strategies: BGCBC-ACE seeks to address these needs by creating community learning centers that provide afterschool and summer academic enrichment opportunities for economically disadvantaged and at risk students at the selected schools. In a safe, positive environment, students will benefit from homework assistance, tutorial services, youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education, financial literacy, environmental literacy, mathematics, and science that are designed to reinforce and complement their regular academic program. Where needed, BGCBC-ACE will provide students with transportation from Center to home to increase the likelihood of students able to attend the program and meet the needs of working parents. Additionally, each Center will provide families with events, trainings and support services so that they are better equipped to support their students' academic needs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

The Boys and Girls Club of Brazoria County (BGCBC) will work in partnership with three local education agencies (LEAs), Angleton, Brazosport and Sweeny, to administer the BGCBC-CLC program. Partnership agreements are in place to define the role of each organization to achieve objectives. BGCBC has written letters of support for local sustainability signed by a majority of the elected members of the local school boards from which students will be served.

BGCBC is responsible for BGCBC-CLC program implementation, grant management, professional development, curriculum resources, community partners, budgetary compliance, and fiscal and programmatic reporting. To ensure the implementation of a quality program, BGCBC will employ a Project Director, Site Coordinators, Family Engagement Specialist, Teachers and Educational Aides. A Secretary, Data Entry Clerk and Grant Accountant will provide additional support for assurance that all services provided at each Center meet Texas ACE mandates. Furthermore, the Chief Executive Officer and Director of Operations will provide program oversight and training.

Collaborating LEAs will provide in-kind donations of: 1) campus facilities use - adequate space for academic instruction and enrichment at proposed campuses; 2) food service - one snack per child per day provided through the federal school program at each Center; 3) janitorial services to clean the facilities used by BGCBC-ACE without disruption of activities during the regular school year and summer camp; 4) student identification and referral - Federal Programs department and campus administration identifying and referring students to program based on district's identification process; 5) project monitoring and evaluation - Federal Programs department and district administration assisting in the monitoring and evaluation of program; 6) student information sharing - providing data regarding participating students that is necessary to fulfill TEA's reporting requirements; 7) technology - allow Site Coordinators internet access on the appropriate campuses for reporting and programming purposes. LEAs will also provide BGCBC-ACE bus transportation at a low rate to transport students to and from educational field trips.

BGCBC-ACE will utilize local community members to provide an array of opportunities to students and families at Centers. Youth serving organizations and community volunteers will deliver innovative projects that are engaging and address the academic and enrichment needs of students. For example, Brighter Bites will provide fresh fruits and produce, nutrition education, and fun food experiences to teach students, families and teachers healthy ways to use their food through cooking classes. Little Birdies Golf Academy will provide fun, innovative lessons that teach the intricacies of golf, from the history of the game, to scoring, full-swing, putting, chipping, bunker-play all while incorporating math and science skills and key character traits in every lesson needed for the game as well as life. United Way of Brazoria County's "Reader, Tutor, Mentor Initiative" will provide professionals to engage with students and serve as mentors. Additional program opportunities will be provided by volunteers from BGCBC's many collaborative partners such as Cub Scouts, Girl Scouts, AgriLife, Dow, BASF, Air Liquid, Brass Pro who endow the Centers with great life and learning skill opportunities.

Sustainability: The partnerships allows for program sustainability by leveraging BGCBC's Board of Directors funding investments and BGCBC's experience with leveraging public and private funds with district-based resources, such as Title I funding and other established district funding streams. BGCBC staff will train Site Coordinators on how to identify potential funders, leverage existing funds and methods for accessing community resources. Together, the BGCBC-ACE Project Director and Site Coordinators will integrate best practices for leading Center-based Advisory Councils in creating a sustainability plan.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Goals	How Program Addresses Goals
Performance	Through Power Hour: Making Minutes Count , Centers will offer structured academic assistance such as homework help, coordinated tutorials and scholastic clubs related to core academic subjects. Center staff will place students in tutorials and clubs based on their individual needs, report cards, standardized test scores and teacher referrals. Staff will also collaborate with teachers to ensure tutoring and homework help align with school day curriculum. Academic supports will focus on skill mastery and soft skills to reinforce cooperative learning. Through Project Learn , Center staff will use all the areas and programs in the Center to create opportunities for high-yield learning activities, including leisure reading, writing activities, discussions with knowledgeable adults, helping others, homework help, tutoring and games that develop young people's cognitive skills. Project Learn will emphasize parent involvement as well as collaboration between Center and school professionals.
Attendance	Centers will offer diverse enrichment learning opportunities based on expressed youth interest. Afterschool programs that offer enrichment activities that build on student interest increase school connectedness and increase school day attendance rates (Chang & Jordan, 2013). Activities will include arts integration, healthy habits and culture exploration that culminate in performances, competitions, field trips and opportunities to showcase their learning and keep students engaged through disguised learning. Center staff will communicate with parents about the activities and students' attendance. To ensure youth voice and choice, Centers will seek feedback from their Student Advisory Boards , which will provide continuous evaluation to ensure planned activities maintain student interest and engagement. A longitudinal study of afterschool programs that integrate youth voice and choice evidenced that participants had higher school day attendance rates than non-participants (Vandell et al, 2007).
Discipline Referrals	Centers will provide programming in the areas of character and leadership development, health and life skills, art, sports and recreation, and education/career development to improve behavior and reduce discipline referrals. Through programs such as Triple Play, SMART Girls, SMART Moves, and Passport to Manhood , participants will engage in various activities (e.g., character education, youth development, abuse/violence prevention, leadership training, etc.) designed to hone their decision making and critical thinking skills as well as learn how to avoid and or resist bullying, gang activity, alcohol, tobacco and other drugs. Centers will also provide students with supportive relationships, including positive adult connections and one-on-one mentoring. A study published by Child Trends in 2002 reported that youth who have mentors experienced fewer unexcused absences from school, were less likely to abuse drugs and also demonstrated more positive attitudes.
On-Time Advancement	BGCBC-CLC will: 1) create Centers on 10 school campuses - students will transition directly from school day into afterschool program activities allowing for uninterrupted supervision; 2) provide programming in the areas of character and leadership development, health and life skills, art, sports and recreation, and education/career development; 3) offer full-day summer camp; 4) focus on enrolling students that need services the most; and 5) provide transportation home after programming for students in rural areas.
Active Family Engagement	Family engagement activities are geared toward ensuring a welcoming environment and are developed by integrating parental feedback. Research states that families are more likely to be engaged when they feel welcomed and see themselves as part of the school campus/afterschool program (Little, 2007). Centers will focus on providing families resources and tools such as future planning and reflections, financial literacy, health and nutrition, college application assistance, conflict resolution, home based libraries and adult education services. Through family engagement programming, participants will become better equipped to assist their children.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Formula for Impact Integration: Daily access to a broad range of programs drives positive outcomes for youth and reinforces necessary life skills. Local need, available resources and the interests of youth help determine the mix of youth development programs. BGCBC-CLCs will offer a wide range of programming that stress character and leadership development, health and life skills, art, sports and recreation, and education/career development. The variety of programs is part of the Boys & Girls Club of Brazoria County's research-informed Formula for Impact, helping members achieve positive outcomes in three priority areas: academic success, good character and citizenship, and healthy lifestyles. The formula is the vehicle that drives greater outcomes in the lives of youth served. This formula begins with youth who need services the most. BGCBC adds the Five Key Elements for Youth Development:

1. A safe, positive environment (connected to feelings of emotional and physical safety)
2. Fun and a sense of belonging
3. Supportive relationships, including positive adult connections
4. Opportunities and expectations, especially staff expectations of youth
5. Recognition

To this mix, BGCBC adds high-yield learning activities, so called because they extend learning by providing opportunities to practice communication skills (reading, writing, speaking); problem-solving skills (math, science, technology); healthy living skills (being mindful of diet and exercise, avoiding risky behaviors); and character and citizenship skills (civics, volunteerism and civility). Then BGCBC mix in targeted programs to meet youth needs and interests. The last ingredient of the Formula is attendance. Research shows that youth who attend the Club more frequently, especially those who attend 104 or more days per year (an average of twice per week), are more likely to achieve positive outcomes, such as avoiding risky behaviors, progressing to the next grade on time and exercising regularly (Arbreton, Bradshaw, Sheldon & Pepper, 2009). Therefore, BGCBC focuses on increasing attendance, program participation and member retention.

BGCBC programs such as *Power Hour* ensure that students complete homework assignments and receive tutoring, which contributes to BGCBC's 99% success rate of students promoted to the next grade. Program curricula such as *SMART Girls*, *SMART Moves*, and *Passport to Manhood* develop assertiveness, strengthen decision-making skills, encourage healthy attitudes, reinforce character, encourage leadership and promote positive behavior. Results from BGCBC's 2017 annual report show students who participate are 77% more likely to show improvement in school day behavior. Teens who graduate from the *SMART Moves* program have a 400% less chance of abusing drugs, alcohol or tobacco, which overall contributes to a superior community environment. *Triple Play: A Game Plan for the Mind, Body and Soul* is a multi-faceted program of BGCBC that is designed to help young people to become healthy, active and learn new ways to handle stress, maintain a healthy body and form positive relationships. A 2010 study of *Triple Play* by national research firm Youth Development Strategies, Inc. found positive impacts for youth on nutritional knowledge, healthy eating patterns, physical activity, sense of mastery and control and the quality of peer relationships. With respect to the Club culture and structure, *Triple Play* had positive effects on participation and involvement of youth, supports for healthy behaviors, and on general supports and opportunities for youth at the Club.

Data Driven Decisions and Youth Voice: Programs that routinely use data and integrate youth voice as a resource to develop youth programs are able to target services to better address needs, evidence higher community engagement and are more sustainable. BGCBC-CLC staff will review data on a routine basis to ensure program quality and provide services based on individual needs. Site Coordinators will prepare monthly reports based on activities, attendance and Center-level data. Teacher, parent and student survey data are included as they become available. Parental input is also a key strategy to ensure relevant programmatic decisions are implemented. The Family Engagement Specialist will conduct focus groups, survey parents and conduct targeted outreach, as programs that incorporate parent voice through surveys and routine correspondence evidence higher attendance rates (McCombs, 2017). Most importantly, each Center will create a Student Advisory Board. Youth advisory councils have proven to influence peer recruitment, selection of quality afterschool service providers and choice in program design (Pitman, 2016).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Through the needs assessment process BGCBC developed an initial list of program activities and potential collaborators necessary to address current gaps in service. BGCBC-CLC will provide high-yield learning activities, so called because they extend learning by providing opportunities to practice communication skills (reading, writing, speaking); problem-solving skills (math, science, technology); healthy living skills (being mindful of diet and exercise, avoiding risky behaviors); and character and citizenship skills (civics, volunteerism and civility). BGCBC-CLC will also incorporate targeted programs to meet youth needs and interests. All activities and programs are based on best practices and structured by the BGCBC model components, which align with proposal objectives to ensure improvements in student academic achievement, engagement and overall success. The Project Director, Site Coordinators and the Student Advisory Boards will reference these activities along with the full needs assessment to create a final program schedule.

BGCBC Model Components	Activities: Example of activities and special events that support the model component theme Collaborators: Current and potential partner organizations or individuals that provide services
Academic	Activities: Homework help, coordinated tutorials, core academic clubs related to English Language Arts, math, science and social studies, creative writing, reading, STEAM, and activities for English learners Collaborators: School Certified Teachers, United Way of Brazoria County, community volunteers
Enrichment	Activities: Fine and Performing Arts, Healthy Living Nutrition and Cooking Class, Engineering, Summer Learning Day, Foreign Language, Literacy Through Photography, Coding Club and Robotics, Mobile Golf, Health, Fitness and Sports, Table Top Gaming, The Ultimate Journey, Video Games Club, Video Club, Sports Club, Cheer Club, Dance Club, Technology Club Collaborators: Gathering Kids for Visual Performing Arts, local professional artists, Little Birdies Mobile Golf Academy, Brighter Bites, Texas A&M AgriLife
Social Service Supports	Activities: Character education, drug awareness & prevention, violence prevention, health & fitness, anger management, life skills, mindfulness, yoga, etiquette, golf, trauma coping strategies, mentoring, Collaborators: School day counselors and nurses, Cub Scouts, Boy/Girl Scouts, law enforcement
Parental Engagement	Activities: Family nights, homework strategies, Internet safety, anti-bullying, social media awareness, GED, bilingual counseling for families, nutrition, game night, fitness, cultural awareness through arts Collaborators: Brazosport College, Workforce Solutions, District family engagement programs, Brighter Bites, PTAs, True to Life Ministries, Youth and Family Counseling Services

Cross-Center Activities: BGCBC-CLC will create a Student Advisory Board (SAB) at each center. These students will provide youth voice to the program through engagement with program design, support and participation in the Center's Advisory Council. BGCBC will create a SAB framework that will include suggested agendas, lesson plans and a timeline to ensure key milestones and programmatic components are met. Center staff will modify the framework by grade level and use it as a resource to facilitate student discussion, reflection and input for Center improvements.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Upon notice of award, BGCBC will announce the grant award through an official press release. The press release will follow Texas ACE branding guidelines and will include each Center's location and contact information. BGCBC's Communications staff will distribute the press release to local news outlets in each BGCBC-CLC community. Campuses will also notify parents, students and the community about the new program. Site Coordinators will promote the program to families via Back to School orientations, school open houses, regular parent meetings, campus newsletters and flyers in students' folders. Additionally, Centers will use the campus marquee, school's website and social media to promote the Texas ACE program at the start of the school year. BGCBC will also circulate information in relation to the Centers and identified needs for service to the provider community.

Ongoing: BGCBC will distribute promotion tools to Centers and assist in customizing communication to meet student and family needs. Tools consist of flyer and banner templates and registration packet information and are formatted to adhere to all Texas ACE branding guidelines for marketing and promotional materials. BGCBC utilizes its www.bgcbratoria.org website, email blasts and social media for announcements, program highlights and to share best practices. BGCBC maintains active social media accounts and its email blasts contact list includes more than 2,000 recipients. Each Center is encouraged to share information via school social media accounts as well as use prominently displayed bulletin boards that show program updates and highlights in adherence to their district's social media policies.

Site Coordinators will: 1) will distribute monthly newsletters detailing previous month activities, announcements and the program schedule to principals, school staff, students and parents; and 2) work with campus staff to post weekly lesson plans in prominent school areas such as the cafeteria. BGCBC-ACE staff will send emails, professional flyers, personal invitations and have one-on-one conversations to promote all family engagement activities and special events. All program notifications will be distributed in English and Spanish where necessary.

Communication Plans: Center Advisory Councils are comprised of stakeholders, including campus administrators, community organizations, parents and youth. Advisory Councils will assist Site Coordinators in designing the communication plan, seeking donations or sponsors, and advocating on behalf of the program to local residents, business owners, board members and local city officials. The Advisory Council will also provide continuous feedback and involvement to increase community awareness and program quality as well as evaluate program effectiveness.

BGCBC-CLCs will encourage parents and members of the community to visit programs and identify possible opportunities to participate as instructors and/or volunteers. BGCBC will make annual presentations at each participating district's board meeting. PTO meetings and parent events will provide a platform to inform parents about BGCBC-CLC activities and recruit additional families to participate.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Site Coordinators will create a program operational manual that aligns with Texas ACE Blueprint, BGCBC manual and district policies. The operations manual includes, but is not limited to, procedures on student safety, communication plan, unexpected closures, emergency situations, and program sign-in procedures. Each Site Coordinator will create formal procedures to document the sign in/out process at the Center to ensure the safety of all students and staff during programming. All afterschool program staff are trained on program policies and procedures prior to working in the program. Key procedures are shared in the parent handbook, as well as posted throughout the Center. Each Center will develop a campus emergency safety plan, including evacuation procedures, fire drills, and emergency preparedness procedures. All Centers will require parents to complete a student registration form that provides consent on how each student will travel home from the program daily. Attendance is taken every time students transition to a new activity throughout the program. Site Coordinators maintain daily attendance rosters in a binder.

Students will be directly dismissed from their school day to the BGCBC-CLC program located on their home campus. To address the transportation needs of students at the Centers, Site Coordinators will establish and train staff on protocols that align with the Texas ACE Safety Assessment. All Center staff will follow district policies regarding transitioning students from their school day activities to the afterschool program, and from the afterschool program to dismissal. All Centers will utilize the BGCBC registration form, which requires parents to indicate how their students will travel home from the out-of-school time program. Based on the registration form, students are placed on rosters grouped into three categories—walker, car-rider or bus-rider. Walkers will sign-out in order to be dismissed from the program to walk home. Car riders are verified by the Site Coordinator and campus staff. In instances where an adult transports a student from the program, Site Coordinators will verify adult identity and permission to transport the student. Center staff will not allow any persons not designated on the student's registration form to remove the student from the campus. Campuses that require bus transportation will use a district bus to transport students home. Bus drivers are given a copy of the appropriate daily attendance roster to ensure each bus rider is accounted for during evening transport.

Each semester, Site Coordinators will survey parents about their transportation needs to ensure family needs are addressed. Based on initial campus assessments, BGCBC-CLC will use grant funds to provide bus transportation home for students at Sweeny Elementary, a Sweeny ISD campus. The school is in a rural area and there is a lack of parental support due to the long distance and time it takes to get children home from school. Students at this Center need transportation services to participate in the afterschool program and improve parent engagement. Angleton ISD and Brazosport ISD will use existing district transportation arrangements with their respective school sites to provide transportation from the program, if needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BGCBC will coordinate with partnering organizations such as United Way of Brazoria County's "Reader, Tutor, Mentor Initiative" to recruit volunteers for afterschool sites. The "Reader, Tutor, Mentor Initiative" has cohorts of professionals that seek out opportunities to engage with students and will provide a pool of candidates to serve as mentors or host job shadowing experiences for students. Centers will recruit community based volunteers from parent organizations, faith-based entities, local civic groups and local businesses.

Volunteer Screening: Volunteers interested in serving at a Center will complete a volunteer registration packet and complete an interview with Site Coordinator. As a safety precaution, all volunteers are required to undergo a district background check before working directly with the students. Site Coordinator will ensure all volunteers have completed the district's volunteer screening process. The campus will be required to maintain copies of the completed verification process for Project Director review on compliance site visits.

Volunteer Placement: Site Coordinators will use information gathered in the registration packet and interview to ascertain interest and skill level. Once cleared for service, Center level volunteers will be integrated into programming. Event based volunteers and guest speakers will be placed according to interest, skill set and geographic location. These volunteers will be selected due to their content knowledge, educational background and work experience in relation to established educational goals of the event.

Volunteer Orientation: Site coordinators will organize volunteer orientation. The purpose of volunteer orientation is to review procedures for attendance, checking students in/out, communication and overall learning objectives of the Texas ACE program. Volunteers will defer to staff for addressing accidents/incidents/discipline in relation to district and Texas ACE procedures. Volunteers commit to confidentiality of all information gained through conversations with students. No personal information is released to outside entities without the expressed written consent of a parent and/or guardian.

Center-based Volunteers: Support for homework help and academic clubs, enrichment activities programming have been identified as areas of need by district contacts and school principals. Volunteers are integrated into ongoing activities, provide general administrative support, support community events or serve as direct service mentors. The Family Engagement Specialist will encourage parents to volunteer for parent events/activities and participate in the Advisory Council to promote the afterschool program and its accomplishments. Program staff will encourage older student volunteers to help with any programs that match their skills and interests, from reading to students to assisting with classes such as golf club, chess club, coding, robotics, gardening, arts and crafts or cooking.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCBC will employ various strategies to achieve sustainability of the community learning centers after funding under this grant ends. The first step of sustainability is creating a high-quality program that results in positive program outcomes. During year one, campuses will focus on building a high-quality program that provides measurable outcomes for students and families. The Site Coordinator and Advisory Council members will receive training on how to use qualitative and quantitative data to share stories with key stakeholders (e.g., district administration, board members, and community at-large). Centers will use purposeful promotion strategies (program open house, district Board presentations, community networking) to generate interest and support for the programs. At the end of Year 1, each Center will conduct a required self-assessment to benchmark their progress and identify program strengths and areas of weaknesses. In year two, using the Texas ACE gap analysis assessment process, Centers will begin prioritizing project activities and strategies that will lead to long term achievable outcomes which address campus needs. Using the Individual Evaluation Report, Centers will create Board presentations to solidify the importance of maintaining programs and encourage sustainability via district-level investment. Site Coordinators will be trained on how to establish partnerships, identify funding opportunities and create strategic plans to fortify these relationships, thus creating sustainability on another level. ACs will create a financial plan that includes estimating the fiscal resources needed to sustain the program, mapping current fiscal resources, and identifying funding gaps and possible funding sources. With the self-assessment tool, gap analysis assessment, and financial plan in place, Advisory Councils will identify opportunities to build program capacity and confidently mobilize support for afterschool programs. In year three, Centers will actively pursue these opportunities, relying more on campus, district and community support to reach their goals.

BGCBC will use resources provided by this grant as leverage to obtain other public and private funding streams to continue free or affordable services at the schools after grant funding ends. During year three, BGCBC will research, identify and submit grant proposals to private foundation, corporations and public entities and use the evaluation data from years one and two to present the effectiveness of the program to potential funders. In its 43-year history, BGCBC has a proven record of success in obtaining grant support from diversified stream to sustain programming. Major supporters in 2018 include:

- Brazosport Independent School District (Title I Funding) – \$49,611.21
- Brazoria County Community Development Block Grant – \$26,000
- Office of Justice Program - \$10,000
- Texas Parks and Wildlife - \$30,140
- Texas Alliance – Girl Strong \$6,120
- Texas Alliance – AIM \$6,948
- Texas Alliance – Teksyn \$50/child per month

BGCBC also hosts various fundraisers/special events (i.e., Annual Campaign, Raffle, Golf Tournament and Gala) throughout the year to garner community awareness and generate more funds. Proceeds from these events support the entire organization while a portion goes to funding programs and operations at each Club. Furthermore, BGCBC's Board of Directors will promote program sustainability by assisting BGCBC in coordinating resources from public and private agencies on a local, state and national level, during and after the three-year grant period.

Additionally, the Board of Trustees from partner local education agencies have committed to supporting sustainability efforts beyond the life of the grant. The Boards will support program activities through individual and collective networks to help bring in the necessary resources to maintain quality programs. See attached letters from elected board members.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

With 45-years of experience providing afterschool and summer programs for youth in Brazoria County schools, the Boys & Girls Club of Brazoria County (BGCBC) has a successful history of leveraging federal, state, and local funding to build program capacity and supplement services. BGCBC will work in partnership with three local education agencies (LEAs), Angleton, Brazosport and Sweeny, to administer the BGCBC-CLC program. Partnership agreements are in place to define the role of each organization to achieve objectives. Additionally, BGBC's Board of Directors and the boards of all 10 partnering districts have committed to support sustainability efforts beyond the life of the grant.

Partnering LEAs will provide:

- campus facilities use - adequate space for academic instruction and enrichment at proposed campuses
- food service - one snack per child per day provided through the federal school program at each Center 3) janitorial services to clean the facilities used by BGCBC-ACE without disruption of activities during the regular school year and summer camp
- student identification and referral - Federal Programs department and campus administration identifying and referring students to program based on district's identification process;
- project monitoring and evaluation - Federal Programs department and district administration assisting in the monitoring and evaluation of program;
- student information sharing - providing data regarding participating students that is necessary to fulfill TEA's reporting requirements;
- technology - allow Site Coordinators internet access on the appropriate campuses for reporting and programming purposes.

BGCBC-ACE will utilize local community members to provide an array of opportunities to students and families at Centers. Youth serving organizations and community volunteers will deliver innovative projects that are engaging and address the academic and enrichment needs of students. For example, Brighter Bites will provide fresh fruits and produce, nutrition education, and fun food experiences to teach students, families and teachers healthy ways to use their food through cooking classes. Little Birdies Golf Academy will provide fun, innovative lessons that teach the intricacies of golf, from the history of the game, to scoring, full-swing, putting, chipping, bunker-play all while incorporating math and science skills and key character traits in every lesson needed for the game as well as life. United Way of Brazoria County's "Reader, Tutor, Mentor Initiative" will provide professionals to engage with students and serve as mentors. Additional program opportunities will be provided by volunteers from BGCBC's many collaborative partners such as Cub Scouts, Girl Scouts, AgriLife, Dow, BASF, Air Liquid, Brass Pro who endow the Centers with great life and learning skill opportunities.

Additionally, BGCBC will use contributions from local foundation, corporations and individuals for management expenses not covered by administration charges to the program. BGCBC will also host various fundraisers/special events (i.e., Annual Campaign, Raffle, Golf Tournament and Gala) throughout the year to garner community awareness and generate more funds for BGCBC-ACE.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Northside Elementary 1000 Ridgecrest Angleton, TX 77515		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	020902102					
	Cost per student	\$995.50					
	"Regular" student target (to be served 45 days or more annually):		60	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Southside Elementary 1200 Park Lane Angleton, TX 77515		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	020902103					
	Cost per student	\$995.50					
	"Regular" student target (to be served 45 days or more annually):		60	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	Frontier Elementary 5200 Airline Rd Angleton, TX 77515		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:	020902109					
	Cost per student	\$995.50					
	"Regular" student target (to be served 45 days or more annually):		60	Parent/legal guardian target (in proportion with student target):		60	
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name							
9-digit campus ID number							
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545		Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):
	Clute Intermediate School 421 East Main Clute, TX 77531		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	020905041	Grade levels to be served (check all that apply):
	Cost per student	\$995.50	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	"Regular" student target (to be served 45 days or more annually):	60	<input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name		
9-digit campus ID number			
Estimated transportation time			
Center 5	Name and physical address of center site:		The campus is (check all that apply):
	R. O'Hara Lanier Middle School 522 North Avenue B Freeport, TX 77541		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	020905116	Grade levels to be served (check all that apply):
	Cost per student	\$995.50	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	"Regular" student target (to be served 45 days or more annually):	60	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name		
9-digit campus ID number			
Estimated transportation time			
Center 6	Name and physical address of center site:		The campus is (check all that apply):
	Elisabet Ney Elementary 308 Winding Way Lake Jackson, TX 77566		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	020905107	Grade levels to be served (check all that apply):
	Cost per student	\$995.50	<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	"Regular" student target (to be served 45 days or more annually):	60	<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Feeder school #1		Feeder school #2
	Feeder school #3		
	Campus name		
9-digit campus ID number			
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
Center 7	T.W. Ogg Elementary 208 Lazy Lane Clute, Texas 77531		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	020905108				
	Cost per student	\$995.50				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		60	
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Freeport Elementary 431 West 4th Street Freeport, TX 77541		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	020905104				
	Cost per student	\$995.50				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		60	
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Grady Rasco Middle School 92 Lake Road Lake Jackson, Texas 77566		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:					
	Cost per student	\$995.50				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):		50	
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Sweeny Elementary 709 Sycamore Street Sweeny, TX 77480		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> K-2 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12	
	9-digit campus ID number:	020906104				
	Cost per student	\$995.50				
	"Regular" student target (to be served 45 days or more annually):	60	Parent/legal guardian target (in proportion with student target):	60		
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name:					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Management: BGCBC will utilize the Texas ACE Cycle 10 Blueprint as its foundation to ensure all four required components are met throughout the life of the grant. For quality implementation and management of program services, BGCBC will hire a highly qualified Project Director to manage day-to-day and overall operations; ensure compliance with all grant requirements; and lead the program through continuous improvement process. The Director will supervise the Family Engagement Specialist and Site Coordinators, train staff, and maintain productive working relationships with the state office, contractors, grant staff, partners, vendors and the independent evaluator. The Director will also conduct monthly site visits to 1) assess and rate program quality by reviewing Center programming, data, upcoming deadlines, events and program highlights, as well as any other additional goals, tasks or needs; 2) use information gained to communicate with campus administrators regarding program implementation and effectiveness. Furthermore, the Grant Accountant/Bookkeeper/Finance Specialist will manage all fiscal responsibilities of the grant including payroll, benefits, reconciliation and reimbursements.

Each Center will have a full-time Site Coordinator, qualified teachers, educational aides, tutors, special activity facilitators and volunteers. The Site Coordinator will: 1) manage the design and implementation of all center-level activities; 2) oversee student recruitment; 3) coordinate with Family Engagement Specialist who provides families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development; 4) collaborate with school day staff; 5) monitor center-level activities; 6) train staff; 7) ensure compliance with federal and state laws and regulations; and 8) oversee the collection, coordination and entry of data. Center staff will implement daily grant activities under the direct supervision of the Site Coordinator. Two Area Directors will provide staff professional development training, technical assistance and backup support during program staff absences.

The Project Director and BGCBC Director of Operations will conduct an orientation for the Site Coordinators, campus administrators and district contacts to discuss program, data, fiscal and quality assurance requirements. Site Coordinators will conduct weekly meetings with campus administration and teaching staff to discuss progress towards goals, review activities and lesson plans, evaluate program staff and ensure the program is meeting the needs of targeted population. The Project Director will conduct monthly Project Based Meetings with Site Coordinators and the Family Engagement Specialist to review grant requirements and to discuss each Center and its progress toward meeting the Center's goals. The Project Director, Director of Operations, and Chief Executive Officer will meet weekly to review program milestones that will include a review of the Texas 21st Century Student Tracking system, campus observation reports, weekly activity schedules, budget updates and evaluation reports. The Chief Executive Officer will provide quarterly reports on the progress and success of each program to the BGCBC Board of Directors and Community Advisory Council for their continuous feedback and involvement to evaluate program effectiveness.

Center Operations: Based on feedback from school administrators, teachers and parents, students will attend afterschool programming three hours a day (3:30pm-6:30pm), five days a week, Monday through Friday, during the fall and spring semesters. Services are available 20 hours per week, for a minimum of 36 weeks for the regular school year. When schools have early dismissal days, programming will begin from school dismissal to 6:30pm. This allows for a seamless transition from the school day to afterschool activities, while providing adequate services to meet the needs of working families. Summer programming will operate 10 hours a day (8:00am-4:00pm), five days a week, Monday through Friday, for eight weeks. Based on school districts' summer operations, some centers may be combined to maximize BGCBC and district resources including food services, transportation and utilities.

Budget Plan: To ensure proper management of funds, BGCBC Chief Executive Officer, Director of Operations, and Finance Specialist developed each Center's program budget with input from school districts as well as review of previous BGCBC Texas ACE grants and current programming during the application process. The Project Director will review the budget plans to ensure budget compliance in the Cost Per Student and Center Fixed categories. Throughout the year, Site Coordinators will provide a detailed expenditure report by the 15th of each month with general ledgers, invoices and receipts to document allowable expenditures. The Project Director will review these items to ensure proper spending, as well as track spending trends for the year.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 741688545

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCBC-CLC will apply both quantitative and qualitative methods to evaluate program success. For quantitative data, BGCBC will collect and track enrollment data through an intake application completed by participants when they enroll in the program. Center staff will collect and track attendance daily by activity through attendance sheets. School districts will collect and provide BGCBC data on school-day attendance, student core course grades, discipline referrals, district benchmark pre/post assessments, STAAR/EOC results in accordance with FERPA guidelines, promotion/graduation rates and any other data required by TEA.

For qualitative data, the Program Director will conduct formal site visits to assess and rate program quality. The Independent Evaluator will create and assist program staff in administering student, parent, teacher and principal surveys. The Evaluator will also collect supplemental data through open-ended survey questions, focus groups and interviews.

The Data Entry Clerk will enter participant data into the Texas 21st Century Student Tracking (TX21st) system. The Independent Evaluator will use the information to report the required performance measures, assess program performance for the annual evaluation, and provide a robust formative evaluation to identify and correct project challenges. The Evaluator will also prepare a mid-year evaluation brief describing the progress of the evaluation plan and interim performance of defined objectives. The data received from the mid-year evaluation brief will guide Site Coordinators and Project Director with the necessary changes needed to meet the defined objectives. They will use evaluation results to plan professional development, hire staff with different skills and interest, and link personnel evaluation with internal monitoring results.

BGCBC will use findings from the assessments to determine areas of programming improvement. Each Center will receive individual evaluation reports that summarize overall findings at their Center and will use the reports as a tool for continuous improvement. Strategies for improvement may include adapting frequency of activities based on levels of participation and participant surveys, transitioning center staff based on skill sets, individual coaching, additional training, procurement of new innovative resources based on evolving academic needs and timelines for action steps.

BGCBC will post the entire program evaluation on its public website and share information with Executive Director, Project Director, Site Coordinators, Community Advisory Council, Board of Directors and School District partners. The Program Director will submit a summary of the independent evaluation report to the Texas Education Agency along with any additional requests for reporting progress and results.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify) Determine on as needed basis by Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify) Determine on as needed basis by Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify) Determine on as needed basis by Center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 741688545

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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